

STANDARD VI: *Program Leadership and Management.* Structures and processes are in place to ensure effective program management, including an advisory/steering committee. Evidence is present that counselors are working as program leaders and the CCGP is an integral part of the school improvement team.

Levels of Performance

School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance.

Review Team – Check the boxes that indicate your evaluation of this program's level of performance.

Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Advisory/ Steering Committee	<input type="checkbox"/> The advisory/steering committee meets at least quarterly. <input type="checkbox"/> Membership includes diverse representatives from the CCGP, administration, staff, and parents and community members, and the membership represents the diverse populations in the community. <input type="checkbox"/> The advisory/steering committee, as a community focus group, supports and assists the CCGP in developing specific guidelines and goals for student achievement based on an assessment of student needs and other measurable data and consistent with the school improvement plan. <input type="checkbox"/> Agendas and minutes of all meetings are available and clearly reflect the purposes and goals of the CCGP.	<input type="checkbox"/> The advisory committee meets at least semi-annually. <input type="checkbox"/> Membership includes diverse representatives from the CCGP, administration, teachers, parents, community and students. <input type="checkbox"/> The advisory/steering committee, as a community focus group, gives attention to current school/district goals and student needs. <input type="checkbox"/> Agendas and minutes of all meetings are available.
Program Leadership	<input type="checkbox"/> A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool or agreement. <input type="checkbox"/> CCGP committee has facilitated the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP members meet monthly with team members. <input type="checkbox"/> The CCGP team provides training and in-service for the staff related to CCGP, student achievement and the school improvement plan. <input type="checkbox"/> Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by members of the CCGP team to improve student achievement, attendance, and behavior.	<input type="checkbox"/> A CCGP chairperson has been designated. CCGP team members have duties defined by a management planning tool. <input type="checkbox"/> CCGP committee has facilitated the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP members meet on a monthly basis. <input type="checkbox"/> The CCGP team provides training and in-service for the staff about the CCGP and its relationship to improved student achievement. <input type="checkbox"/> Training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by members of the CCGP team to improve student achievement, attendance, and behavior.
School Improvement Team	<input type="checkbox"/> The CCGP team works with the administration and school staff in designing, implementing, and evaluating the school improvement plan.	<input type="checkbox"/> The CCGP team works with the administration and staff in implementing the school improvement plan.

School Guidance Team – Circle boxes for self-evaluation and provide information as required in other standards on page 38.

Overall rating for this standard:					
	4	3	2	1	0
Levels of Performance					
2 Limited development and/or partial implementation		1 Low level of development and implementation		0 No evidence of development or implementation	
<input type="checkbox"/> The advisory/steering committee meets at least annually. <input type="checkbox"/> Membership is diverse but provides a limited role for stakeholders. <input type="checkbox"/> The advisory committee has limited input and responsibility in relation to the CCGP and school improvement plan. Counselors do not participate on a regular basis with the designated advisory committee or school improvement team. <input type="checkbox"/> Some agendas and minutes are available.		<input type="checkbox"/> The advisory/steering committee is organized, but does not have a regular meeting schedule. <input type="checkbox"/> Limited attempts have been made to involve diverse membership on the advisory committee. <input type="checkbox"/> The role of the advisory committee is not clearly defined in relation to the CCGP and the overall school improvement plan. <input type="checkbox"/> Neither agendas nor minutes are available.		<input type="checkbox"/> There is no evidence that an advisory/steering committee is organized or functioning. <input type="checkbox"/> No attempts have been made to involve diverse membership on the advisory committee. <input type="checkbox"/> There is little or no communication between the school, community, and the CCGP. <input type="checkbox"/> Neither agendas nor minutes are available.	
<input type="checkbox"/> A CCGP chairperson has been designated. Limited evidence is present that members of the CCGP have clearly defined responsibilities and have adequate information about all aspects of the CCGP. <input type="checkbox"/> CCGP committee has attempted the inclusion of AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Evidence is present that CCGP meetings take place as needed. <input type="checkbox"/> The CCGP team provides limited training and in-service for staff related to CCGP and the relationship to improved student achievement. <input type="checkbox"/> Some training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by the CCGP team.		<input type="checkbox"/> A CCGP chairperson has been designated. There is limited evidence that members of the CCGP have clearly defined responsibilities. <input type="checkbox"/> CCGP committee has not included AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> Some CCGP meetings occur on an "as-needed" basis. <input type="checkbox"/> There is little or no evidence of training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> Little training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to the staff by the CCGP team.		<input type="checkbox"/> A CCGP chairperson has been designated. There is no evidence of clearly defined responsibilities or duties for members of the CCGP. <input type="checkbox"/> CCGP committee has not included AI/AN, African American, Asian, Hispanic/Latino and Pacific Islander parent, guardian, or significant adult concerns in the school improvement plan. <input type="checkbox"/> There is no evidence of CCGP meetings. <input type="checkbox"/> There is no evidence of any training or in-service of the school staff in relation to the CCGP. <input type="checkbox"/> No training regarding needs and adaptations for AI/AN, African American, Asian American, Hispanic/Latino and Pacific Islander students has been provided to staff by the CCGP team.	
<input type="checkbox"/> The CCGP team has some limited involvement in the implementation of the school improvement plan.		<input type="checkbox"/> There is little evidence that the CCGP team is involved in the implementation of the school improvement plan.		<input type="checkbox"/> There is no evidence that the CCGP team is involved in the school improvement process.	

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance and provide information as required on page 39.